

**Texas Education Agency**  
**Standard Application System (SAS)**

**2016–2017 Texas 21<sup>st</sup> Century Community Learning Centers, Cycle 9, Year 1**

<b>Program authority:</b>	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period</b>	August 1, 2016, to July 31, 2017	
<b>Application deadline:</b>	5:00 p.m. Central Time, March 29, 2016	
<b>Submittal information:</b>	<b>Three</b> complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	Place date stamp here.
<b>Contact information:</b>	21stCentury@tea.texas.gov	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #		Amendment #
Texas A&M University-Corpus Christi	178-904		
Vendor ID #	ESC Region #	DUNS #	
	2	09-510-0152	
Mailing address		City	State    ZIP Code
2021 Agnes Street		Corpus Christi	TX    78405-1419
<b>Primary Contact</b>			
First name	M.I.	Last name	Title
Andrea	M	Elizondo	Director
Telephone #	Email address		FAX #
361-825-3560	andrea.elizondo@tamucc.edu		361-825-3528
<b>Secondary Contact</b>			
First name	M.I.	Last name	Title
Jessica		Robbins	Administrative Assistant
Telephone #	Email address		FAX #
361-825-3600	jessica.robbins@tamucc.edu		361-825-3528

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name Dr. Luis	M.I. 	Last name Cifuentes	Title VP for Research, Commercial and Outreach
Telephone # 361-825-3881	Email address Research.office@tamu.edu		FAX # 361-825-3662

Signature (blue ink preferred)

Date signed

3/28/16

*Only the legally responsible party may sign this application.*

**701-16-102-164**

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 178-904

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD): 08/01

End date (MM/DD): 07/31

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☒No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 178-904

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
X <input type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X <input type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
X <input type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X <input type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
X <input type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
X <input type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 178-904

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☐

X

I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 178-904

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	178-904	Name	Telephone number	Funding amount
	Nueces County		Email address	
<b>Member Districts</b>				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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By TEA staff person:

**Schedule #3—Certification of Shared Services (cont.)**

County-district number or vendor ID:			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 178-904

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 178-904

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:



**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 178-904

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Antonio E. Garcia Arts and Education Center was established in 1993 to serve the basic health and educational needs of economically disadvantaged families living in the impoverished Westside of Corpus Christi. This grant will work on evidence-based practices and interventions rooted in the center's mission of providing culturally responsive services for improving wellbeing and life satisfaction of community members in our Arts After School (AAS) Program and summer programs. Accordingly, interventions are integrated into community-centric enrichment art, drama, recreation, and health education learning opportunities that address school readiness and model positive engagement in scholastic behavior (behavior, good attendance and graduating) which align with the school district's objectives of helping their at-risk students enrolled in low-performing schools especially on the Westside. The center director works with the school district, Texas A&M University Corpus Christi College of Education (TAMUCC-COEHD) and other community partners to plan and create programs with objectives to provide interventions to help students that are two to three grade levels behind develop skills needed, increase assessment scores, increase literacy, reduce absences and help the overall wellbeing of these students and families. Reports show 50% of elementary schools near center are rated as needing improvement. Zavala, Evans and Allen Elementary students (schools near the center) averaged 53.5 % below writing standards, 47% below reading standards, and 44% below math standards. Data also showed that 69.1% are at risk of dropping out of school. This evidence proves that evidence-based interventions are critical and quality after school programs and summer programs can provide the continued education needed to make these improvements. Many of our children (27%) are diagnosed with a developmental disability such as Dyslexia or Attention Deficit Hyperactivity Disorder and (86%) of children attending our after school program or summer camps are two to three grade levels behind in reading and math. A formal needs assessment is conducted every two years by the center director and the dean of the College of Education determines its efficacy and what updates will be needed. Our advisory council will also play a critical role for evaluating and determining what will be needed for future needs assessments. The management plan for the after school and summer programs include the center director's 25 years of experience developing new programs, managing a 3 million federal grant under Head Start, participating in a federal review process, training staff, teaching parent education classes and research experience. Our advisory council and partners provide constant support for daily operations, program evaluation, program development, in-kind support and evaluate current initiatives and seek opportunities (including funding) that support the Garcia Center Mission. Most partners have been dedicated to the center for several years because of their commitment to help disadvantaged families and those who transition out offer compatible alternatives and replacements. The center reciprocates by providing council members and partner's professional development from TAMUCC experts, offers space free of charge, and provides a diverse population to fill their classes. Methods for evaluation include consulting with our advisory council and partners, council creates program logic models ([url-www.smartgivers.org/uploads/logicmodelguidepdf.pdf](http://url-www.smartgivers.org/uploads/logicmodelguidepdf.pdf)) to manage the programs for responsible management, understand the resources available, resources needed and build sustainability for community-owned programs; utilizing psychological, vocational and family needs assessments to determine interventions needed and prioritize parent education classes, track the impact of interventions on academic performance, attendance, behavior, grade completion and graduation through a COPA database customized for the center and maintaining our partnership with the school district for constant communication regarding the students and families served; measure progress from pre and posttests used such as the Developmental Reading Assessment (DRA 2), collection of report cards, district assessment information and coach workshops offered. The AAS Program provides evidence-based tutoring in all academic subjects,, impart school readiness strategies and counseling services for good behavior, offer a structured program managed to provide 1 hour each day( at least- sometimes more is needed) of homework assistance, enrichment activities for 35 weeks, hire quality staff, provide training for staff and security guards ensure a safe environment. Our budget for the grant calculated costs from the previous year and figured out how much it would cost for each student. With additional funds, the program will be able to expand enrollment and that increase was calculated per student. Research was completed from three vendors for supplies and materials needed to enhance the AAS and summer programs. Meetings with the district and partners took place to be sure that all expenses were covered.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 178-904

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The AAS Programs first objective involves improving academic performance by utilizing best practice strategies in reading implemented by the America Reads Grant. Strategies include work by Morrow (1998) reading together and rereading text, guided reading practices by Fountas (2001) and fun, engaging methods to enhance reading fluency by Young, Valdez and Gandara (2012). Best practices for math uses Bruun's (2013) effective math problem solving strategies and professional development by Bruun, Ives and Champion (2015) for tutors;. Other methods include expanded learning from the regular school day by collaborating with district teachers for program instruction, worksheets, online learning, enrichment activities and STEAM (include "a" for art) workshops and according to Trends in International Mathematics and Science Study (2011) teaching STEM improves math and science performance; use evidence-based research for programming, evaluation, and improving daily instruction provided by the district, TAMUCC-COE faculty and advisory council; obtain data from the district to track students' academic progress, attendance, grade completion and graduation rates. The AAS Program second objective is to help students increase their attendance rates and incorporate strategies from barriers that present success by conducting family counseling sessions using behavioral models of family therapy by Nelson and Oliver (2008), and health education classes. The Food Bank of Corpus uses Cooking Matters (<http://cookingmatters.org/what-we-do>) and Organ Wise Guys curriculum from scientific nutrition and intervention research for low income families in their diabetes education and cooking classes found at [http://organwisequys.com/organwisequys\\_aboutus.php](http://organwisequys.com/organwisequys_aboutus.php). The AAS Program third objective is to improve positive behavior strategically through positive reinforcement, praise, effective reward systems in which tutors are trained by the Counseling Department of TAMUCC using research by Lenz and Lancaster (2015) on disruptive conduct and conflict resolution by Mayra and Oliver 2006; child counseling using play therapy methodologies from Bratton, Ray Dee and Jones (2005); children receive social skills workshops on self-awareness (career interest), regulating reactions to difficult situations, managing stress, relating to peers and interpersonal effectiveness, assertiveness and refusal skills, managing conflict, getting along with others and family communication skills which are taught by the TAMUCC's College of Health Science Nursing Students and graduate interns from the Counseling Department of TAMUCC; the program reinforces social skills workshops with children by teaching parents workshops on the developmental stages of children; communication skills and affirmations; positive discipline and reinforcement; what is abuse? Emotional/verbal/physical, stress management, nutrition and play therapy (how to play with children and build family cohesiveness. The fifth objective includes grade completion and improving graduation. The fourth objective includes grade completion and we will work with the district and teachers to formulate a plan of action for students in danger of failing, set up meetings with parents to discuss plan of action, offer training to parents where needed to help their child, and continually track progress of student. The AAS programs fifth objective will focus on graduation rates, design workshops to educate students and families on the importance of staying in school and design a system to track students to assure graduation and college readiness skills( Gewertz (2016) reports only seven states use tracking and this is a problem);, offer campus tours that allow students and families exposure to campus life and set up mentor relationships with university students who come from diverse backgrounds (college students who had some disadvantages in life) with our AAS program students. This mentor relationship will allow AAS program students to see that they are not alone and that there are others just like them who have overcome their obstacles in life and are now seeking a degree at a university. In addition, first year AAS program students will be recruited to serve as helpers for second year AAS program students and so on and so forth because research suggests that peers who teach other peers have a greater effect on academic outcomes. Stronger peer to peer relations also have proven to have an effect for better mental health, create healthier bonds between students and overall enrich their lives for future success. Parent involvement and parent education classes will be a key component to ensure a positive impact on all five objectives. Geswicki (2004) can offer a guide to working with families and utilize Merriam, Caffarella, Baumgartner's (2007) guide to learning as adults and discovering the intrinsic motivation of parents to make impact. The work of Mezirow (2000) and Kolb (1984) will be useful to understand transformative learning concepts to help parents adjust to change and experimental learning processes to further understand adult learning and development. Partners are committed to ensuring statutory and TEA requirements are fulfilled, continuing efforts that already work and provide their in-kind support and other funding opportunities that have sustained us for the last 23 years. We all recognize that a quality AAS and summer programs are needed, but it will take many years to make an impact with our limited staff, resources and funds to help our children and families.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 178-904			Amendment # (for amendments only):		
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$128,813	\$	\$128,813
Schedule #8	Professional and Contracted Services (6200)	6200	\$24,850	\$	\$24,850
Schedule #9	Supplies and Materials (6300)	6300	\$52,963	\$	\$52,963
Schedule #10	Other Operating Costs (6400)	6400	\$30,107	\$	\$30,107
Schedule #11	Capital Outlay (6600)	6600	\$0.00	\$	\$0.00
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$236,733		\$236,733
% indirect costs (see note):				\$12,460	\$12,460
Grand total of budgeted costs (add all entries in each column):			<b>\$236,733</b>	<b>\$12,460</b>	<b>\$249,193</b>
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$249,193
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$12,460

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 178-904

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
<b>Program Management and Administration</b>				
4	Project director (required)	1		\$40,000
5	Site coordinator (required)	0		\$
6	Family engagement specialist (required)	1		\$17,499
7	Secretary/administrative assistant		1	\$
8	Data entry clerk			\$
9	Grant accountant/bookkeeper		1	\$
10	Evaluator/evaluation specialist	1		\$
<b>Auxiliary</b>				
11	Counselor	2		\$30,350
12	Social worker			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
<b>Other Employee Positions</b>				
19	Cooking Instructor	1		\$600
20	Researcher			\$
21	PI and CO PI			\$10,553
22	Subtotal employee costs:			\$99,002
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
23	6112 Substitute pay			\$
24	6119 Professional staff extra-duty pay			\$
25	6121 Support staff extra-duty pay			\$
26	6140 Employee benefits			\$29,811
27	61XX Tuition remission (IHEs only)			\$
28	Subtotal substitute, extra-duty, benefits costs			\$
29	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$128,813</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 178-904		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Math Specilaist	\$5,425
2	Math Specialst	\$5,425
3	COPA Online Datadase Management System created for program and technical support	\$14,000
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$24,850
c. Remaining 6200—Professional and contracted services that do not require specific approval:		
(Sum of lines a, b, and c) Grand total		\$24,850

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 178-904

Amendment number (for amendments only):

Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$52,963
<b>Grand total:</b>		<b>\$52,963</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID: 178-904		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$1,443
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$3,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$25,664
<b>Grand total:</b>		<b>\$30,107</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 178-904		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3				
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$0.00
<b>Grand total:</b>				<b>\$0.00</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 178-904

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

**Total enrollment:**

Category	Number	Percentage	Category	Percentage
African American	1,543	4.0%	Attendance rate	94.6%
Hispanic	30,705	79.5%	Annual dropout rate (Gr 9-12)	3.9%
White	5,319	13.8%	Students taking the ACT and/or SAT	51.2%
Asian	709	1.8%	Average SAT score (number value, not a percentage)	1355
Economically disadvantaged	25,741	66.6%	Average ACT score (number value, not a percentage)	18.7
Limited English proficient (LEP)	1,989	5.1%	Students classified as "at risk" per Texas Education Code §29.081(d)	56.3%
Disciplinary placements	1,104	2.6%		

**Comments**

Current data from the center shows that 76% of children attending our programs are one to three grade levels behind in reading and math. 87% of families are 200% below the poverty level and are underemployed. 32% of our children have been abandoned by their parents because of drug related issues or mental issues and the children are now being raised by their grandparents. 92% of my children have struggled with one or more of the following: lack of attention from parent(s) and being raised by siblings (too young to raise a child), bullying at school, drug related issues in the home, single parent (child(ren) left on their own), lack of social skills, anger issues, homelessness, depression and low-esteem and confidence. Parent involvement has increased by 43% since I started working at the center in February 2015, but our team has also made it a point to build relationships with our families and work with them on their needs. Under this grant the center will work with three low-performing schools that under 1.5 miles from the center, Zavala, Allen and Evans Elementary. We will coordinate with the district to ensure that the neediest of families are identified for the center and work together to not duplicate services, but coordinate our efforts together to help these families.

**Part 2: Teacher Demographics.** Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	774	3.4%	No degree	55	2.4%
Hispanic	1,310	56.8%	Bachelor's degree	1,400	61.1%
White	866	37.8%	Master's degree	811	35.4%
Asian	22	1%	Doctorate	25.3	1.1%
1-5 years exp.	504	22%	Avg. salary, 1-5 years exp.	\$44,626	N/A
6-10 years exp.	478	20.9%	Avg. salary, 6-10 years exp.	\$48,031	N/A
11-20 years exp.	713	27.1%	Avg. salary, 11-20 years exp.	\$51,439	N/A
Over 20 years exp.	527	23%	Avg. salary, over 20 years exp.	\$59,786	N/A

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By TEA staff person:

**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 178-904

Amendment # (for amendments only):

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public		10	33	40	50	55	50								238
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>															238

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 178-904

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

There are five needs identified as a priority for our after school program and summer camps. The first is to improve academic performance among our low performing students attending low performing schools in our area. This need has been determined by the percentage of students two to three grades levels behind from a formal assessment administered by CCISD staff last May, the percentage of students behind in reading and math according to TEA performance indicators in our area, the data collected from our current after school students report cards, information gathered at meetings with CCISD teachers regarding after school students who are failing and from observations from tutors who are assigned the same group of students every day to determine what interventions may be needed to help students. Weekly staff meetings allow discussion for a plan of action to be implemented to help students and outreach to experts at TAMUCC to assist with further intervention strategies to takes place. The district has also offered our tutors to attend professional development workshops with their teachers to help improve student's performance. To ensure improved academic performance, a pretest will be needed (diagnostic instrument) to prescribe the instructional intervention needed. Data can be gathered using direct observations from the tutor and documented in a journal. The journal can serve as a process evaluation tool in which researchers can analyze information. Tutors already use worksheets and an examination of student-generated products such as worksheets can be directly linked to developing effective intervention strategies as stated by Shapiro (2011). Regular parent meetings with the family engagement specialist are needed, education classes for parents on strategies to use at home to help their children with their homework or other parent education classes, and regular parent involvement will be critical for success. The second objective is to improve attendance. The after school program and summer camps take daily attendance, calls parents if a students has not been to the program for a week, and collects report cards for documented absences. However, it will be necessary for the project director to work with the counseling team and family engagement specialist to communicate what might be happening in a family's life and see if there are interventions needed to help the family. The counseling team can also offer family counseling to help the family deal with barriers that might be preventing their child from attending school. Meetings with district administrative teams and our staff can work together on solutions for interventions especially for non-response families. The third objective is to improve behavior we already provide free child counseling sessions, offer social skills workshops to students and provide behavior management trainings for tutors. However, child counseling sessions are very limited to one day a week with only a few of the most problematic students. Observations have found students visit the director's office less with misbehavior, student outbursts have decreased and students try to complete their homework instead of refusing to work with tutors. Nonetheless, there are still a great number of students with extreme behavior issues and an intervention for them is definitely needed by increasing child counseling sessions and having an on-site counselor available during the after school and summer camps hours. Counselors will need to collect information from the district to know which students have discipline placement, what interventions have been used and problem solve on how what further interventions might be needed to help these students. In addition, parent education will need to be incorporated to teach parents how to discipline their child, positive reinforcement, understanding of child development stages and social skills workshops for consistency in the home, school, after school and at summer camps. The fourth and fifth objectives include grade completion and improved graduation rates. The after school program collects report cards, meets with CCISD teachers for students in danger of failing to work out a plan of action, center staff meets to discuss interventions that will help and the center seeks information from its experts to help with plans. However, the project director will need to formalize the plan of action process, follow up with CCISD staff, involve the family engagement specialist and counselors to problem solve interventions needed for the family and more importantly track these students and families, offer coaching or mentor opportunities until they graduate. Campus tours and activities that promote higher education, teach families how to navigate the higher education system, educate on financial aid and application processes, and institute a mentor program in which college students work with after school and summer camp students to recognize they are not alone will also be beneficial and implemented.

**Schedule #13—Needs Assessment (cont.)****For TEA Use Only**

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

County-district number or vendor ID: 178-904		Amendment # (for amendments only):
<b>Part 2: Alignment with Grant Goals and Objectives.</b> List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
#	Identified Need	How Implemented Grant Program Would Address
1.	Our students have below grade level skills in mathematics, reading which lead them to further disadvantage with respect to their readiness to learn in typical school settings (School readiness). Improving Academic Performance is the highest priority for the after school program and summer programs. Summer programs will concentrate on developing and enhancing reading and math skills.	Train staff on evidence-based teaching strategies, obtain highest at-risk students from schools, pre-test using DRA, student to tutors (10:1 ratio), conduct family needs assessment, set up family meetings( do home visits for working families), track progress using COPA, start family literacy workshops, work w/ district to connect school lessons w/ after school, provide one hour a day of tutoring or lessons (student's w/out homework) use STEAM or struggling subjects, collect report cards, teacher surveys
	Our students live in stressful family sociocultural environments with limited resources that result in limited skills for adaptive coping in interpersonal contexts. Difficulties in managing personal distress, relating to others and functioning in standard classroom environments often lead to difficulties in school and home environments. Assess and improve socioemotional function by culturally responsive assessment, education and school readiness	Assess mental health needs of family using CANS, track with COPA and Y-OQR-2.01 (evaluates impact of interventions used and progress), counsel children and families, teach social skills workshops to children and families, teach parenting classes, work with district to check improvements in classroom, teach Saturday parent education classes on psycho education, offer variety of class and counseling times for working parents, train staff on behavior management, and conduct parent surveys.
3.	Our families are disproportionately represented in the ranks of school failure and educational under attainment. Many families face barriers and/or lack of engagement w/ school settings including a lack of trust of school officials and under awareness of the impact of daily investment in education as empowering to their lives. Improving understanding and engagement of families as educational partners emphasizing the joint counseling interventions is a major identified goal of the program.	Meet w/ district to determine which families struggle w/ attendance, work on interventions w/ families, provide family counseling, work on barriers health, education, transportation, etc., track attendance and progress in COPA, provide parent education classes on importance of education, provide guest speakers to encourage students to stay in school, set up procedures to deal w/ attendance such as when to call families, if a home visit is needed etc.
4.	Our families experience the cumulative historical impact of educational underachievement. Research shows that instances of school failure (underachievement) lead to additional instances of the same as families often lack access to appropriately targeted intervention resources designed to remediate difficulties. Many impoverished families accept grade failure as inevitable. Improving grade completion and general preparation of grade level work is an important goal of this program	Meet with parents of students who have failed to ensure student is on track or if interventions are needed, meet with CCISD teachers for students who are failing subjects or in jeopardy of failing to work on interventions including parent involvement, track students' academic progress in COPA, track progress and interventions with family in COPA, set up plan of action with district, center and family, provide family with additional outside help if needed.
5.	Our families need culturally responsive interventions that support their parenting and parent involvement with their children. While our parents care and accept that education is valuable, their own experiences often don't include school success and graduation. Helping parents to appreciate how to best support their children daily to be ready to learn is an important goal for this project.	Provide workshops to encourage school readiness, continue to meet with district on student progress, provide a college mentor for students, provide field trip to university for students and families, continue to provide families with counseling, implement peer to peer teaching relations for students who succeed to help other after school students, continue to track students and families until graduation and invite to participate in services at the center.

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By TEA staff person:

**Schedule #14—Management Plan**

County-district number or vendor ID: 178-904

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	3-5 years teaching K-5, 2 years of training staff, 2 years of supervision, experience with record keeping, project management, research and must be a certified teacher.
2.	Site Coordinator(s)	N/A
3.	Family Engagement Specialist	3 years working with disadvantaged families in parent involvement capacity, must understand social service networks, exp. training parents, good oral and written skills, bilingual helpful.
4.	Math Specialists	Certified teachers with elementary school experience, master degree a plus.
5.	Counselors	Licensed counselors, experience working with students and families, master's degree required

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve academic performance	1. Train staff on evidence-based teaching strategies	08/22/2016	09/03/2016
		2. Recruit Highest At-Risk Students from schools	08/22/2016	09/06/2016
		3. Parent orientation, family assessment, literacy class	08/22/2016	08/26/2016
		4. Start 35 weeks of teaching and interventions	09/06/2016	07/31/2017
		5. Meetings with district, parents, teachers and council	08/22/2016	07/31/2017
2.	Improve behavior	1. CANS assessment and counseling schedule	08/22/2016	09/06/2016
		2. Start Counseling Sessions and social skills classes	09/06/2016	07/31/2017
		3. Career Assessment and organize parent classes	09/12/2016	09/16/2016
		4. Begin parent education classes	09/19/2016	07/31/2017
		5. Meet with district, parents, teachers and council	09/06/2016	07/31/2017
3.	Attendance	1. Establish attendance procedures	08/22/2016	09/06/2016
		2. Data Entry into COPA for tracking all family activity	08/22/2016	07/31/2017
		3. Meet with district, parents, teachers, and council	09/06/2016	07/31/2017
		4. Begin interventions and parent education	09/06/2016	07/31/2017
		5. Parent meetings and home visits	09/06/2016	07/31/2017
4.	Grade Completion	1. Meet with parents who have failed student	09/06/2016	07/31/2017
		2. Meet w/ teacher for plan of action for failing student	10/3/2016	07/31/2017
		3. Begin interventions and parent education	10/17/2016	07/31/2017
		4. Track progress and interventions in COPA	10/17/2016	07/31/2017
		5. Specialized Training for staff and parents	10/03/2016	07/31/2017
5.	Graduation	1. Parent workshops on school readiness	10/17/2016	07/31/2017
		2. Begin college mentors for students	10/17/2016	07/31/2017
		3. Field Trip for families and students	10/19/2016	
		4. Guest Speakers for students and parents	10/17/2016	07/31/2017
		5. Survey to measure impact of above activities	10/19/2016	07/31/2017

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 178-904

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Monitoring goals and objectives include utilizing logic models created by center director and advisory council members; monthly meetings with advisory council to evaluate programs, enhance programs, determine needs in community, bridge gaps, find funding and make improvements; meetings with College of Education (COE) faculty to determine training needs of staff; monthly meetings with Assistant Dean and Dean of COE to prioritize center's mission, disclose TAMUCC resources, discuss research projects for center, and receive guidance; quarterly meetings with Counseling Department of TAMUCC to ensure quality of counseling programs, make improvements and discuss research projects for center; monthly meetings with College of Health Science TAMUCC to determine what families need help, organize health fairs each semester, plan social skills workshops for children and discuss research projects for center; weekly meetings with licensed counselors to ensure children and families are receiving quality counseling, discuss retention, plan parent education workshops, plan behavior management training for staff, and plan family night out; quarterly meetings with Art Museum of South Texas to discuss art projects and art gallery at center; weekly meetings with Food Bank for cooking classes in after school program, evaluate what worked, make improvements, and collaborate on funding; meetings with Junior League to plan nutrition program for children and families, evaluate program, make improvements, and ensure goals are being met; weekly meetings with tutors to discuss behavior issues with children and strategies to help children, plan lessons for the following week, discuss curriculum and its effectiveness, 30 minute training on subjects needed to improve after school program of what teachers need to help students; daily meeting with administrative assistant who currently supervises tutors and manages day to day operations of the after school program. Communication to parents involves two mandatory parent meetings each semester, letters sent home when needed and speaking to parents when they pick up their child. Weekly communication with students from center director to address good behavior, achievements and address areas that need improvement. Daily student meetings with director to provide support.

**Part 4: Sustainability and Commitment.** Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Arts After School Program has existed for several years under the College of Education and community partners to provide tutoring, literacy activities, art, gardening, recreation, and family group counseling. Under the new director, the AAS program has enhanced its enrichment activities to include cooking and nutrition classes, social skill and safety workshops, child and family counseling, parent education workshops, STEM workshops, and guest artists such as Pepe Serna; created an advisory council in August 2016 to initiate program evaluation, funding, and guidance; outreached to new partners like the College of Liberal Arts TAMUCC to implement drama, music and dance classes for fall 2016 in the after school program, College of Engineering to create a summer camp; College of Education to pilot a math camp to begin this summer in collaboration with the school district and provide research to create a framework for future summer math camps across the district; reestablished relationships with Del Mar Community College to re-implement GED classes at the center, community leaders to fund programs at the center, College of Health Science's family health project which senior nursing students conduct a formal needs assessment with families, educate families on health, food, clothing and shelter resources, conduct weekly home visits with families for five weeks; created new partnerships with LULAC Council, Hispanic Chamber of Commerce, Parks and Recreation, Public Library, City Council, Catholic Charities, Metro Ministries, Behavior Community Family Services, Driscoll Hospital, Christus Spohn, Regional Education Center, and Community Action Inc., to help families, collaborate on projects and work towards revitalizing the impoverished Westside; The center director will continue to coordinate these efforts listed and maximize grant funds with support from our advisory council and community partners. Partnerships will be maintained to sustain the center's programs and evaluate effectiveness for quality programs, director will continue to formalize processes and procedures, coordinate a new symposium this summer with all community centers to discuss programs, collaborate on projects and bridge gaps, continue to apply for research grants, collaborative on funding, continue to form new partnerships to help families and provide an evidence-based after school program framework for all community centers to implement.

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By TEA staff person:

**Schedule #15—Project Evaluation**

County-district number or vendor ID: 178-904

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Assessments	1.	DRA Assessment -monitor interventions for progress, report cards, teachers
		2.	CANS Assessment-monitor interventions/ progress, teachers, observation
		3.	Career Assessment-offer parent classes, monitor parents progress
2.	Surveys	1.	Teacher surveys using Qual-Trax from university, district survey
		2.	Parent surveys on all parent activities, Partner surveys (what worked)
		3.	Student surveys on enrichment activities, what they learned, did they enjoy
3.	Interviews	1.	Teacher interviews for effectiveness of interventions
		2.	Parent interviews for overall effectiveness of program
		3.	Partner interviews on what worked and did not work in classes
4.	Logic Models	1.	Used for after school program, program evaluation, what worked
		2.	areas in need of improvement, resources needed, additional funding
		3.	sustainability and identifying new partners and resources
5.	COPA	1.	Tracking attendance rates, tracking progress and identifying patterns for
		2.	process evaluation, tracking parent involvement, tracking family data from
		3.	family needs assessment, tracking services provided to families/students

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Attendance will be taken every day for the after school program and summer programs and at all parent education classes/activities which will be inputted into COPA for monitoring participation and evaluating what amount of involvement is needed for impact. The assessments will provide the information needed to determine the interventions and parent education classes needed; the DRA will also provide the types of interventions needed to improve literacy; the CANS will provide data to provide information for counseling services needed, psycho-education workshops needed for students and families including social skills, behavior management and tools for managing stress; the career assessment will provide the data needed to determine what parent education classes to offer and the Y-OQR-2.01 will track the counseling interventions and the progress that was made with each student and family; all information can be inputted in COPA to furnish reports for TEA, our advisory council, our partners and the public (without violating HIPPA laws). Surveys will be given after each parent education class or activity and will provide data necessary for improving future classes, surveys with teachers will allow the center to evaluate our process, if interventions are working, what improvements they have witnessed with students in regards to behavior, academics, parent involvement, grade completion and attendance; surveys with students will allow the center to gather data on what students felt they learned, what they enjoyed or did not enjoy as part of their enrichment activities, if pre-test attitudes changed towards reading from post-test; a district survey to collect data on what they felt worked about the process and what changes could be made for improvements; Interviews are necessary to collect data along the way to evaluate processes, effectiveness, give further details and close gaps; Logic models will evaluate the program for overall effectiveness, provide the council a management tool to ensure program activities and the process is linked with short, intermediate and long-term outcomes. COPA will be a customized program and data management system designed as a family tracking module. The system will provide assessment tools to help provide community services like job training, housing assistance, GED classes ESL classes, parenting classes etc. COPA is an excellent system for tracking a full range of services to families and children. This system will allow the center to generate specific reports for all the activities generated from the after school and summer programs and provide professional reports to post on our website for parents and funders who need evidence that the center offers quality programs. The center will be able to provide services to 100 after school children, 80 new reading camp students since 20% stay from the after school program and 25 math camp students.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 178-904

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The activities to be funded include counseling services during the after school program, family night out events that build family cohesiveness and communication and family counseling services. A new on-site after school program counselor to improve daily behavior and increase the number of students receiving counseling services to improve mental health, teach strategies for coping, anger management and conflict resolution, to help children whose parents are incarcerated, addicted to drugs, or who have been abandoned and given to another family member to raise; transportation costs to get students from school to center and from center to home using CCISD bus routes, bus drivers and buses to ensure safety and quality of transportation; cost for tutoring materials to deliver a quality program and provide online resources for students in our computer lab; funds for a weekly music class to expose impoverished students to a new experience, teach children the basic fundamentals of notation, allow students to discover a new talent and teach children creativity and self-worth funds will provide basic music instruments, sheets of music and music stands; literacy activities materials to improve guided reading practices with leveled books, online resources, dictionaries, new books for the library, and kindle technology; continuing the cooking classes for children in the after school program which is important to elevate chronic disease, teach children healthy eating habits, combat obesity and teach an important life skill; continue funding the art program which allows children to produce works of art to be displayed in our professional art gallery, experience holding art receptions for the public; create art for competitions, provide art portfolios to teach students the value of their art. continue funding for our community garden to continue to teach the basics of gardening, planting, harvesting, and a very fundamental life skill for students and families; provide STEM workshop materials to enhance school learning, offer experiments and labs to introduce higher learning and help center provide STEM educational activities at educational fairs, events involving the public; fund recreation sports equipment needed for physical health for students more susceptible to chronic disease and poor health; funds for parent education workshop materials to deliver quality classes, online career development software to improve technology skills needed for the workforce; Field trips to the university to promote higher education for families, transportation costs using CCISD buses and bus drivers for safety, and lunch for families; All these activities teach students social development, emotional development, career development, positive forms of expression, life skills and a chance to receive a well-rounded education for a successful life.

**Statutory Requirement 2:** Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Information is disseminated through our advisory council members and community partners who provide information to their clientele about the center's programs and free services. We also use our website, social media such as Facebook and Twitter, partnership with KIII Channel 3, the Caller Times, Univision, radio stations, attend educational fairs, Texas A&M University Corpus Christi events and fairs, Corpus Christi events such as the Dia de Los Muertos event, and the center's cultural events such as Cinco de Mayo, Los Navidad de Las Familias, Cesar Chavez March, Sugar Skull Workshops, the center's two health fairs given each semester, and through the various clients who attend our health and education classes to inform the public of our programs and recruit new clients. The center has in-kind support from TAMUCC marketing department to ensure information is accurate and meets specific standards for quality. The marketing team provides the media with press releases, information for interviews, Public Service Announcements, a professional photographer for events, and any other items that may be needed. The marketing team designs professional flyers, brochures, and other propaganda for the center, but this is not a free service and the center must fundraise or find grants to pay for these costs. In addition, the marketing team maintains and updates our website connected to the university, allows the center to advertise events in the newsletters, outside electronic marquees and published media stories for the main page website. The College of Education (COE) also provides in-kind support and the center director has formed a partnership with the COE's development director to brainstorm ideas for promoting the activities at the center and ways to outreach to new partners about the events taking place at the center to inform their clients. The center also has an outside marquee which is very useful for promoting events and advertises family events on What's Up Corpus Christi's webpage. The center also is equipped with an inside television monitor that displays our events and programs throughout the day to participants visiting the center and utilizes the expert opinion of our marketing department to ensure quality and professionalism.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 178-904

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The after school program and summer camp activities are designed to include research-based best practices and help low performing campuses improve academics, attendance, behavior, grade completion and graduation rates. The after school program bridges academic gaps and helps students who are two to three grades behind. The program is designed to ensure that at-risk students for failure to complete school from low performing campuses are given highest priority. The center will work with CCISD administration, teachers and parents to ensure plans of action are implemented, families receive the resources they need to be successful and more importantly will design a tracking system for long term results. The center will work with TAMUCC, Del Mar, the advisory council and other partners to evaluate the after school program, make improvements, provide services that our family needs assessment states are needed, and create one of the most sustainable after school programs that has proven effect on improving campuses, student achievement and overall student success. The counseling program has already produced great results for students and families. The grant will allow the center to expand these services to improve mental health, allow barriers to be removed that hinder academic success, teach good behavior, and educate students and families on the importance of education including higher education for success in life. Counseling services will help families form stronger bonds, teach families better communication and what to do in times of struggle and difficulty. Research has proven that good mental health, aspirations towards education, motivation to succeed and to understand self-worth all contribute to a better community and society. Students need every chance to succeed and delivery of a quality after school program will help campuses who struggle with funding, resources, large classroom sizes, quality teachers, motivated teachers and help students who have fallen well below their grade level. With community partners available, the Center has an opportunity over the next five years with this grant to provide one of the best models for a quality after school program with research-based tutoring, enrichment activities, and parent education classes. Every community learning center will be able to implement a quality after school program with unique knowledge and research to create a sustainable programs, creation of partners and funding to help families in desperate need of these services.

**Statutory Requirement 4:** Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The after school program and summer camps already works with the local food bank, College of Education, College of Health Sciences, College of Liberal Arts, Counseling Department at Texas A&M University Corpus Christi, Del Mar Community College who also works closely with Workforce Solutions Inc, CCISD, the Art Museum of South Texas (AMST), the City of Corpus Christi, the Junior League of CC, the Westside Business Association, the Hispanic Chamber of Commerce, LULAC Council, Mayor Nelda Martinez and Commissioner Joe A. Gonzalez. Although, the center is on its own to find funding to sustain programming, without the help of our partners, there would not be a center for our families and students. Our collaborations provide in-kind support, the city owns the center, leased by AMST for \$1 (who paid for the building through grants) and AMST handed over the center to the College of Education to manage operations. The College of Education provides in-kind support for one director, one administrative assistant, provides work study tutors for our after school program through their America Reads grant, allows use of their development director, marketing director, and financial specialist and assists with some security guard costs. The Junior League provides our student and family nutrition programs and they fundraise every year for all their activities. Del Mar Community College received a 3 million grant for their adult education classes with an emphasis on GED and ESL classes and will provide in-kind support for a GED instructor for our parents. The food bank continues to seek grants to provide in-kind diabetes education classes to our parents. The College of Health Sciences provides the center with nursing students through their community outreach classes and their objective is to organize a community health fair, work on our community health project with our after school parents, and provides social skills workshops to our after school students. The Counseling Department provides graduate interns who need their direct and indirect hours to graduate. The work with two licensed counselors funded under a grant that ends in August 2016 to provide child and family counseling for our after school program, family night out, parent education workshops for our after school parents, and social skills workshops for our after school students. AMST provides an art instructor for our arts after school program. The College of Liberal Arts will supply a student dance instructor for fall 2016 for our after school program.

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Amendment # (for amendments only):

**Statutory Requirement 5:** Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activities for the after school program and summer programs are designed from the center's needs assessment, the Food Bank of Corpus Christi's health needs assessment, Driscoll Children's Hospital health assessment for children, the Health Department's needs assessment on asthma education and the effects of parent education regarding health topics. The programs offered from the Food Bank include scientific-based nutrition education from Organ Wise Guys and Cooking Matters. Cooking Matters curriculum can be taught in a 6 week series for kids and/or adults and is in conjunction with the nationally recognized program Share Our Strength. Students take home recipes, handouts and fill out an evaluation after every cooking demonstration which includes hands on learning and preparing the food to eat. Diabetes education classes take place every 8 weeks and as far as evidence-based data, Second Harvest surveyed clients and reported 83% eating more fruit and vegetables and 87% improved managing their health issues and improved their overall diet. The Junior League of Corpus offers a nutrition class for our students and parents called Kids in the Kitchen, a national program which is in its 8<sup>th</sup> year to fight childhood obesity. The four week class offers hands on teaching, recipes, budget friendly meals and provides evidence based applications by the Junior League of Calgary's Chefs program. Additional research and resources used by the Junior League can be found at [www.kidsinthekitchen.ailli.org](http://www.kidsinthekitchen.ailli.org). Our art classes for the after school program and summer programs are taught by a professional artist, Mayra Zamora, for the last 5 years who has obtained her master's degree in art from TAMUCC and is a certified teacher. The students are taught art history, various forms of mediums to include watercolor, tempera, oil, pastel, charcoal and other visual media. Indicators of success include our students winning competitive contests held in Corpus Christi for all elementary students for the last two years, art receptions that students hold in our professional art gallery at the center managed by the Art Museum of South Texas and our waitlist for students who want to attend our quality summer programs. STEAM workshops are based on evidence-based trainings from TAMUCC faculty, research conducted weekly by tutors from various online sources, utilizing the National Research Council (2011) to incorporate successful education and effective approaches in STEM. Tutors prepare lesson plans and every week students conduct science experiments, learn observation techniques, and work on projects in our computer lab. Recreation is structured outdoor time with a tutor majoring in Kinesiology from TAMUCC. The tutor creates lesson plans from lessons learned in class and seeks advice from university professors. Both comprehension skills and vocabulary growth is supported through Interactive read alouds from Duke and Pearson. Strategies include work by Morrow (1998) reading together and rereading text, guided reading practices by Fountas (2001) and fun, engaging methods to enhance reading fluency by Young, Valdez and Gandara (2012). We used the knowledge from the works of Linda Gambrell, John Guthrie and Jenna Cambria to structure how reading camp is set up. For our summer reading camp a pre and posttest measure student's attitudes towards reading, parent surveys measure family literacy at home, and a literacy assessment is administered to place children in the appropriate reading group. Our first pilot math summer program for summer 2016 will use best practices for math by Bruun (2013) for effective math problem solving strategies which have proven to work as a result from training by Bruun with tutors. The C Math is Easy founders are the instructors for our summer math camp have proven results from projects with Del Mar Community College, the City of Corpus Christi and Education is Freedom founded by Commissioner Joe. A Gonzalez. Counseling services use research from and The center will use case study methodologies for using rich description and studying the real world of the students and families as it unfolds (Patton, 2002) and Merriam (2009) explains that "a case study is an in-depth description and analysis of a bounded system which will describe each family participating in the after school program. Data collection will be generated through interviews with families, data from the family needs assessment, psychological, vocational and educational evaluations. . It will be necessary for counselors to interview students and guidelines from Seidman's (2006) interview series model can be used. Analysis will use open coding techniques guidelines provided by Creswell (2007) and Merriam (2009). A step by step textual data analysis suggested by Tesch (1990) will review and re-review the data bank to identify what worked and be able to reduce and combine categories into smaller number of themes to ensure nothing is missed or overlooked that will shed significant light for evaluation of the after school program.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

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Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

The current partnership with CCISD includes working together with TAMUCC, C Math is Easy team, Commissioner Joe A. Gonzalez and the center to implement a pilot summer math camp that provides interventions to help students two to three grade levels behind in their math. CCISD will provide students exhibiting the highest needs, ensure principals and teachers are on board to provide any necessary data for the intervention, provide transportation from the school to the center and back to the school, provide funds to hire the C Math is Easy instructors who have proven success in student achievement and offer materials that are used in daily school instruction and for STAAR testing, TAMUCC will provide their expert knowledge and will pay for the researcher to be hired to assimilate the research into a workable report. C Math is Easy Instructors will teach the students interventions needed to develop math skills, track best practices and perform self-reflection techniques to improve teaching practices. Other CCISD relations include working with CCISD teachers on interventions needed for specific students in our after school program and summer camps that are struggling, superintendents have agreed to allow our after school tutors to attend professional development workshops to help students in reading, math and other subjects and CCISD administrators feel confident that that the Garcia Center and its community partners can make a difference in the lives of their students and families and more importantly put together a framework for other after school programs and summer camps to follow. Our other community partners are committed to providing services to student and families who otherwise would not have a chance at good health, education and enrichment programs to enhance their lives. The Food Bank of Corpus Christi provides diabetes education at the center under their grant with SNAP-Ed and other partners such as EFNEP and WIC to reach larger populations of Texas residents. Superior Healthplan awarded the center a grant in October 2015 that allowed us to implement our cooking classes for the after school program. We have been invited to submit a grant for the 2016-2017 school years. The center director works with the College of Health Science at TAMUCC, the Region 2 Education Service Center, Department of State Health Services and other partners to promote training, workshops, and parent education opportunities for Asthma Education. The Region 2 Education Service Center received a grant from the Department of State Health Services to work on the mission of a Comprehensive School Health Program. The Garcia Center hosted the December 2, 2015 Asthma Coalition meeting in which the Department of State Health Service Director and team, Region 2 Education Service Center Coordinated School Health Specialist, College of Health Science at tamucc and other community partners participated. Concerning art, the Art Museum of South Texas (AMST) provides in-kind support to the after school program and summer programs which includes the salary of an art teacher and art counselors for the summer program, materials for the art projects and a quality art program for the center's children who otherwise would not get exposure to the wonders of the world of art. TAMUCC provides the experts for our programs, research, in-kind support of 2 salary staff members to include a center director and administrative assistant, assistance with maintenance including maintaining the landscape and facility, technical support, and other needed resources. The City of Corpus Christi provide us with the building free of charge which is under a lease agreement with AMST (who paid for the building with grants) and pay \$1 a year to lease the building from the city. Other community partners such as our advisory council help to manage our programs, with evaluation and funding opportunities. Each of these partners listed collaborate together in monthly and quarterly meetings to discuss the needs of the community, how the needs are being addressed, what are the gaps and how to deal with them, what resources can be shared, what new resources are needed, collaborative funding projects to accomplish a common goal specifically centered around education, health and art. Without the collaboration of our community partners, the center would not have been able to remain open for the last 23 years. However, now is the time to provide higher quality programs, data that assists in program evaluation for improvements and research-based practices that can be shared and provide a model for other community learning centers that function like the Garcia Center. Our partners are committed and the center director is seeking further educational opportunities that can help with the management, education of families and development of the center.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 178-904

Amendment # (for amendments only):

**Statutory Requirement 7:** Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Garcia Center has a small library with six working computers and color printer and 3D printer to promote literacy, technology, online teaching and teach research methodologies to students. The center has 7,000 of workable square footage with three large classroom spaces to accommodate 100-150 students for the after school program and summer programs. The center has a full working sink, a separate sink for washing hands, 2 working refrigerators, a freezer, new double oven stove, kitchen equipment to include a blender, kitchen aid, cutting boards, bowls, cooking utensils, two coffee makers, 2 large coffee percolators, 2 large roasters, one extra-large cooler, 1 medium cooler, 1 large igloo, tables and chairs, moveable large chalk board, whiteboard in one classroom, projector, screen, television and CD player. The center has a ladies restroom with three stalls and a men's restroom with two stalls and two urinals that are handicapped accessible. The center has 14 garden beds for planting, tools for planting and watering. The center is located next to a park which provides a jungle gym, slides, recreation space and outdoor amphitheater for our students to use. There is a bus stop in front of the center for participants who do not have transportation. The center has two large parking lots and we can easily handle 500-1000 participants utilizing our indoor and outdoor spaces. We have three office spaces and one office is large enough for a new project director, family engagement specialist and counselor with desks, phones, computers, file cabinets and bookcase already furnished. We also have four private areas that can be utilized for one on one counseling for privacy. The center is equipped with an alarm system and security guards are always present when children and families are participating in programs at the center. This is a mandatory regulation under TAMUCC who manages the programs at the center. The center has a full-time maintenance man on site who helps with electrical, plumbing, and any other issues that present a problem. The center has access to other professional maintenance help from TAMUCC if a professional such as a mechanical engineer is needed. The city does provide in-kind support for fixing structural damage caused by storms and general wear and tear when funds are available. The program will meet the identified needs by keeping to a timeline for each assessment and evaluation to be completed in a timely manner. The center director with the project director, family engagement specialist, lead counselor and staff will generate a plan of action to be completed to ensure completion of proposed activities, assessments, and evaluations in the grant. The center director will be held responsible by the advisory council and Assistant Dean of the College of Education (COE) of TAMUCC to report the progress of all activities and will seek out additional assistance to administer assessments from a team of expert faculty members at the COE at TAMUCC as needed. Highly structured meetings will be imperative for communicating the progress of the program and each team's expectations will need to be clear. The counseling team will administer the psychological assessment, vocational assessment, determine interventions needed, schedule children and family counseling sessions, each counselor will be assigned their families and be responsible for case managing their families. The counseling team will determine what social skills workshops are needed for families and coordinate dates with the center's administrative assistant (AA) that manages the center's calendar to assure the smooth flow of operations. The family engagement specialist with the help of the senior class nursing team will complete the family needs assessments, enter data into COPA, communicate with project director what parent education classes need to be prioritized and project director will coordinate with AA to schedule parent education classes. The center director will work with community partners to schedule classes and finalize last minute details. (after communication w/ project director) Tutors and center director will administer DRA assessments to students and work with TAMUCC reading specialists to determine proper interventions to administer to students. Center director will work with the Dean of the COE and Assistant Dean to create research-based surveys, interview questions, analyzes logic models created by advisory council for accuracy. Family engagement specialist will ensure surveys are completed after every parent education class or family event will conduct home visits if necessary to interview families especially working families and ensure all interviews are completed and entered in COPA. Project director will ensure teacher interviews, surveys are completed and will ask for assistance from center staff if needed. Center director will ensure that all data is received by evaluation specialist/researcher to create reports for TEA, analyze data for process evaluation, program evaluation and provide updated reports for center director to disclose to community partners as necessary. All staff will be responsible for entering their data into COPA, will communicate to center director on any COPA issues or new reporting features that should be added to COPA. Evaluation Specialist will ensure staff is inputting data into COPA.

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Amendment # (for amendments only):

**Statutory Requirement 8:** Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The programs will use best practices prescribed by TAMUCC faculty and advice from the educational committee under the advisory council. The teams will work together with the school district team to ensure that communication is taking place regarding evidence-based or research practices and be sure to implement these processes which will be managed by the project director. Family needs assessment and family interviews will use research by Eggenberger and Helms (2007) and Wright and Leahy (2016). Evidence-based nursing practices for our programs come from research by Menlyk, Finecoat and Overholt. Asthma Education utilizes outcome measures including pre and post asthma knowledge. Using the Open Airways for School class model meets the lack of education, and tailors to individual family and family perception of inability (Knafl et al., 2009; Gibson-Young et al., 2014; Homer, 2008). Counselors use research on the effects of cognitive-behavioral therapy (CPT) on school-aged children on effectiveness and interventions from Berstein, Berrat, Victor, and Layne (2008) and Chiu, Langer, McLeod, Har, Drahota, Galla, Jacobs, Lfkwunike and Wood (2013). In addition, the adolescent research conducted by Ricard, Lenz, Hollenbaugh, and Oliver from the TAMUCC counseling department is beneficial for our programs for positive youth development. Using praise, reward systems like certificates, stickers and systems that allow children to track their own progress. Methods for student achievement can utilize best practices for enhancing student's achievement from DuFour and Eaker (2005) and our researcher can continue to inform our team of other research that proves to increase academic performance and achievement. Bausmith and Barry (2011) have research methods for increase college readiness and Conley (2007) demonstrates the need for cognitive strategies that include analysis, interpretation, precision and accuracy, problem solving and reasoning. Implementing cognitive strategies earlier for elementary students and in early childhood teachings could help towards grade completion, an increase in graduation rates and an increase in postsecondary education which meet the TEKS academic expectations for all our students. The program offering psychological and vocational evaluations, family counseling, parent education classes using evidence-based teachings and best practices will make an impact to move families towards workforce preparation. Working with our partners to ensure that we are providing the right resources and information needed for families to move forward. Long-term research on the students and families will be highly beneficial to prove research and best practices that work in our programs.

**Statutory Requirement 9:** If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Garcia Center does have many volunteers for various programs and events. The center director screens volunteers by scheduling a meeting to discuss the intentions of the volunteer, ask about their qualifications and references. If the volunteer meets the qualifications, the director asks for a resume and checks their references. After, references have been completed the director invites the volunteer to fill out the appropriate paperwork through the university. The center most follow the procedures and protocols of Texas A&M University Corpus Christi. All volunteers are required to fill out paperwork with the university, receive a background check and take online classes if working with children. After a volunteer has completed this process and everything is cleared through the university, the volunteer is free to work out a schedule with the center director. Often, the director is contacted by university organizations, local high school organizations and businesses wishing to do community hours for a good cause. The director speaks with the sponsor in charge of such groups to ascertain if the volunteers are qualified for the tasks to be completed. High School students are required to receive written consent from their parents or guardians. These groups must go through the same procedures and policies of the university to be accepted as a volunteer at the center. Organizations and businesses who wish to volunteer their services to the center for our programs must meet with the director to discuss what services they wish to provide. The director must decide if such services are needed and seeks advice from the advisory council before proceeding forward. Once this is completed, the organization/business must agree to the terms of a Memorandum of Understanding which is created by the university's contract service team. All parties must agree to the terms of the contract and the appropriate parties must sign the contract in order to begin working with the center. New programs are considered pilot programs until proper research and evaluation can confirm success of the program.

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Amendment # (for amendments only):

**Statutory Requirement 10:** Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

The center has been around since 1993 because of the commitment of community partners, the district and the city that recognize the importance of what a community center brings to the impoverished Westside of Corpus Christi. The Center has sustained a presence in the community throughout even in the context of significant transitions and inconsistent funding. The center has coordinated formal and informal partnerships with community agencies to provide educational and culturally relevant benefits to the students and families that are served. A Garcia Center advisory council works to coordinate community partners to help build the sustainability that is needed. The Garcia consortia is aggressively pursuing competitive funding opportunities for research-based practices that have proven to make a significant impact on the lives of disadvantaged populations are relevant to seek further funding opportunities especially among funders in the Corpus Christi area, foundational grants, and research grants. The center endeavors to expand research practices by building on previous research that works or discover new research questions that need explored. It will be imperative to maintain current strategies such as creation of strategic plans that address a 5 year and 10 year plan for sustainability, a formal community needs assessments completed every 3 years to re-analysis the needs within our community and especially the students and families we serve, re-evaluation of our advisory council objectives, continue to meet with TAMUCC partnerships for faculty and graduate student research projects to take place at the center, and work with the city, district and all community partners to collaborate together to always understand the services provided in our community, to bridge the gaps where services are needed, to share resources to help one another, to collaborative on research and collaborate on funding opportunities that can only strengthen the people that we serve. The center maintains relationships with community partners by offering space for workshops who have received grants to provide services to vulnerable populations such as the Food Bank of Corpus Christi, BCFS Health and Human Services, TAMUCC, Del Mar Community College, the City of Corpus Christi, Junior League of Corpus Christi, the Art Museum of South Texas and continue to work with the College of Health Science on a research grant for health education in June 2016. In addition, the center will continue to form new partnerships with organizations that need space and access to the disadvantaged populations that the center can provide. The center is working on partnerships with Workforce Solutions Inc., Catholic Charities to incorporate their MEND project which is an evidence-based sustainable solution to mind, exercise and nutrition program to combat youth obesity, further our partnership with the City of Corpus to apply for a block grant that would allow the center to expand its current 7,000 square foot facility to offer more classes to the community and work on a the KRESGE foundation grant in partnership with the Westside Business Association and City's Development Services that supports disinvested communities who infuse arts and culture in urban revitalization, advance opportunity and improving the conditions of underserved and marginalized populations to strengthen the fabric within neighborhoods. The foundation requires the center to work with the city and other community partners to acquire funds for up to \$1 million over a three year period. The advisory council and senior management team will formalize systems that will help the center to think about the long term and day to day management of operations. The Advisory council meets each academic year, to establish an annual timeline of center activities informed by the mission, values, message, and strong leadership available. Ongoing strategic planning and, needs assessment address programmatic initiatives and capacity building (e.g., staff development such as training, staff evaluation, and team building) needs of the center. The center is supported by financial and fiscal management personnel at TAMUCC as well as by university personnel available to assist with fundraising and grant writing.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 178-904

Amendment # (for amendments only):

**TEA Program Requirement 1: Community Involvement**

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Garcia Center advisory council serves as a resource think tank for better educational, health and art services in our community connect members to one another and work toward common goals together. Advisory membership constitutes of community and university members organized according to four community intervention pillars: Art, Health, Education and Cultural Events. The Council meets monthly to oversee programs, provide input and facilitate the development of center based initiatives. The annual goals for this council are to work on issues that plague our community in education, health and art, find workable solutions, discover ways to recruit more participants to events, find answers for maintaining participant retention, understand the services that we all provide, and bridge the gap for education, health or art services that are needed. The Center is an active resource and brings together community leaders who wish to make a positive impact on the people we serve. The Garcia Center's advisory council strives to provide collaboration among our community leaders to formulate the solutions necessary to move forward, build a network of communication to work together and utilize every resource possible to make a difference in the lives that we serve. Our success provides a sustainable infrastructure to fight against the further deterioration of education, health and art by continuing to develop and re-evaluate what is needed for our children, families and community. Working together, we meet the objectives of the Garcia Center, but we also assist each other with the overall goals for our community and strive to foster creativity, inspiration, and compassion for people whose circumstances prevent them from being healthy, active, and independent contributors. Council members include experts from the College of Education, College of Health Science, Counseling Department of TAMUCC, Del Mar Community College, Art Museum of South Texas, Food Bank of CC, parents involved in the after school program, United Healthplan, Superior Healthplan, Gulf Coast Rehabilitative Services Inc., BCFS Health and Human Services, CCISD Superintendent (has been invited, but has not attended), Interim President of the Hispanic Chamber of Commerce, TAMUCC's marketing department, the COE development director, and Commissioner Joe A. Gonzalez. The objectives of each committee is formulate logic models for current programs, establish annual goals to achieve, enhance current programs, evaluate programs, work on solutions to find other partners to contribute services that meet the need of our families and students and establish collaborative funding. The advisory council was created to provide the sustainability needed for the center to accomplish its overall mission to provide evidence-based academic intervention in all subjects for at-risk students, offer enrichment opportunities in art, drama, recreation, nutrition and STEM workshops, impart school readiness strategies that include positive behavior, good attendance and graduating; deliver health education classes to alleviate chronic disease among underserved populations, offer counseling services to vulnerable groups; offer parent education workshops for education, career and human development and cultivate the arts through community awareness projects and cultural events that enhance creative thinking, problem solving and stewardship for all community members. The unique attributes of our advisory council include experts from TAMUCC who can provide resources for optimal research to measure the impact of the after school program on improving academics, attendance, behavior, grade completion and graduation rates. The center provides TAMUCC faculty and students the opportunity for research which benefits the overall mission of TAMUCC to become one of the leading research facilities nationally. In addition, TAMUCC provides in-kind support to the center in utilizing their Research, Commercialization and Outreach team to continue efforts in finding research projects that adhere to the mission of the center. The advisory council members can continue to build sustainability with the help of resources available from all its members and collaboration with experts in research only strengthens the ability to ensure success for our families, students and community. After all, the mission of each entity can be fully realized when we work together to share resources, create programs that are evidence-based and more importantly works towards building a sustainable future for all our community members The council's feedback will provide process evaluation, program evaluation, advice for program improvements, advice for best practices, management considerations, and their notes from committee meetings will provide the researcher with rich data for further investigation.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 178-904

Amendment # (for amendments only):

**TEA Program Requirement 2: Grant Management.** Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The center director will work with TAMUCC financial coordinator and the financial team assigned to the grant to determine if funds are being appropriately managed. This financial team works with the center director to manage the grant, ensure all spending is appropriate, conducts monthly audits, and places funds in accounts allocated to specific activities. The advisory council will establish a set timeline for funds to be administered according to the milestones indicated in the grant. The center director will work the district, TAMUCC, advisory council, staff, researcher and other community partners to evaluate the program each month to determine if objectives are being reached, sufficient data is being collected, and improvement are being made. The center director will meet with the project director, family engagement specialist and site coordinator on a weekly basis to evaluate the effectiveness of tutoring, lessons, curriculum; determine what staff training is needed, discuss retention of students and parents, determine if parent education classes are effective, make sure all parent education classes that parents need are offered, make sure meetings with CCISD teachers and the district are taking place and if data from those meetings is relevant and useful for impact, discuss problems to be addressed and improvements needed, determine if program has all the materials needed for success, discuss all enrichment activities to ensure effectiveness and make changes to the daily schedule if needed. The project director with the counselor will have weekly meetings with tutors and train on areas needed, discuss behavior problems and create solutions for tutors to implement in the following week, counselor will train tutors weekly on behavioral management techniques, discuss effectiveness of tutoring and impact, determine if online learning, educational worksheets and STEM workshops are effective and useful for students, assist tutors with lesson plans and STEM workshop ideas for the following week and incorporate team building exercises. The project director will meet with CCISD teachers before the after school program begins to discuss the educational action plan that the project director and counselors have created and discuss strategies to help the students succeed; the project director will meet the CCISD teacher as needed to discuss students who are not showing progress after the first report card and work on solutions to help the student and family; will meet with CCISD teachers as needed to strategize how to help students with problematic behaviors with our counselor to be more consistent and make a plan to teach methods to help their own child; project director will reach out to TASK Force CCISD team for children in our program who have a developmental disability to work on strategies to help that child and reach out to TAMUCC experts if needed to help with additional training. Counselors will administer the psychological and vocational evaluation for all family members before the after school program and will complete before the first month of the start of the program, counselors will meet students on a daily basis for child counseling services and help with day to day behavioral issues, counselors will meet with parents weekly for family counseling services, will organize social skills workshops for students, will organize parent education workshops with parents involving mental health and social skills workshops for children and parents. Counselors meet weekly to discuss and strategize what is working and what needs improved in the program. The lead counselor will communicate this information in weekly meetings to be held every Friday with the project director, family engagement specialist, center director and center administrative assistant. This meeting will take place before the weekly Friday meetings with tutors to relay important information to ensure everyone understands the expectations and what needs to be completed to help our families and children. The center director will hold monthly meetings with the advisory council and impart important information regarding the operations of the program, a fiscal report, problem solve and allow the 4 committees to have time to meet and discuss important issues and activities needed. The center director will meet with the lead of each committee once a month to discuss specific issues related to that committee; forms plan of actions and impart the information to the rest of the staff at Friday meetings. However, if there is an issue that cannot wait until our weekly meetings, the center director will call an emergency meeting to be held with staff and impart the necessary information. In addition, the center director will continue to meet with the Assistant Dean of the College of Education at least once a month or more if needed to discuss the operations of programs, give updates on status of programs, staff, training, funds, and partnerships. The center director will continue to maintain current partnerships, create new partnerships as needed, serve on councils and coalitions to help build resources for our families, continue working on professional development to include obtaining a doctoral degree in the field of education, and continue formalizing the center's processes. Currently, 7 of our tutors are committed to return next year and will have served for one year.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 178-904

Amendment # (for amendments only):

**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Center Number: 1** **Center Name:** Antonio E. Garcia Arts and Education Center

9 digit campus ID#

Distance to Fiscal Agent (Miles)

0

Grade Levels to be served (PK-12)

K-5

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total**

**Number of Regular Students (attending 45 days or more per year) to be served:** 238

**Number of Adults (parent/ legal guardians only) to be served:** 170

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
	Zavala Elementary	Evans Elementary	Allen Elementary	
9 digit Campus ID #	178904142	178904110	178904101	
District Name (if different)				
Distance to Center	1.3 miles	1.1 miles	1.1 miles	

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

<b>Center Number: 2</b>	<b>Center Name:</b>
9 digit campus ID#	Distance to Fiscal Agent (Miles)
Grade Levels to be served (PK-12)	

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total**

**Number of Regular Students (attending 45 days or more per year) to be served:**

**Number of Adults (parent/ legal guardians only) to be served:**

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 178-904			Amendment # (for amendments only):	
<b>TEA Program Requirement 3: Center Operation Requirements</b>				
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
<b>Center Number: 3</b>		<b>Center Name:</b>		
<b>9 digit campus ID#</b>		<b>Distance to Fiscal Agent (Miles)</b>		
<b>Grade Levels to be served (PK-12)</b>				
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				<b>Total</b>
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>				
<b>Number of Adults (parent/ legal guardians only) to be served:</b>				
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application.				
<b>Center Number: 4</b>		<b>Center Name:</b>		
<b>9 digit campus ID#</b>		<b>Distance to Fiscal Agent (Miles)</b>		
<b>Grade Levels to be served (PK-12)</b>				
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				<b>Total</b>
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>				
<b>Number of Adults (parent/ legal guardians only) to be served:</b>				
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 178-904			Amendment # (for amendments only):	
<b>TEA Program Requirement 3: Center Operation Requirements</b>				
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
<b>Center Number: 5</b>		<b>Center Name:</b>		
<b>9 digit campus ID#</b>		<b>Distance to Fiscal Agent (Miles)</b>		
<b>Grade Levels to be served (PK-12)</b>				
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				<b>Total</b>
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>				
<b>Number of Adults (parent/ legal guardians only) to be served:</b>				
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application.				
<b>Center Number: 6</b>		<b>Center Name:</b>		
<b>9 digit campus ID#</b>		<b>Distance to Fiscal Agent (Miles)</b>		
<b>Grade Levels to be served (PK-12)</b>				
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				<b>Total</b>
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>				
<b>Number of Adults (parent/ legal guardians only) to be served:</b>				
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				

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County-district number or vendor ID: 178-904			Amendment # (for amendments only):	
<b>TEA Program Requirement 3: Center Operation Requirements</b>				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 7		Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 8		Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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County-district number or vendor ID: 178-904			Amendment # (for amendments only):	
<b>TEA Program Requirement 3: Center Operation Requirements</b>				
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
<b>Center Number: 9</b>		<b>Center Name:</b>		
<b>9 digit campus ID#</b>		<b>Distance to Fiscal Agent (Miles)</b>		
<b>Grade Levels to be served (PK-12)</b>				
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				<b>Total</b>
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>				
<b>Number of Adults (parent/ legal guardians only) to be served:</b>				
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application.				
<b>Center Number: 10</b>		<b>Center Name:</b>		
<b>9 digit campus ID#</b>		<b>Distance to Fiscal Agent (Miles)</b>		
<b>Grade Levels to be served (PK-12)</b>				
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				<b>Total</b>
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>				
<b>Number of Adults (parent/ legal guardians only) to be served:</b>				
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 178-904

Amendment # (for amendments only):

**TEA Program Requirement 3a: Center Operations, Program Coordination.** Describe how the program will coordinate with school wide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The center has maintained state agency standards under the provisions of TAMUCC regarding health, safety, civil rights, student and parent involvement, fiscal accounting and professional development. A comprehensive need assessment will be administered to all participating families to identify vocational, educational, technology, social services and health needs. A family engagement plan will be created for each family and tracked in COPA to document progress. Families will receive classes in behavior management, early childhood development, school reading Instructional strategies that are scenically based in research will be utilized, staff will be trained on these strategies to strengthen the core academic program of low-performing schools, behavior management, attendance, grade completion and graduation. The center will maintain community partners, an advisory council of at least 17 members and have established MOU's with partners participating in the after school and summer programs. The advisory council will conduct program evaluation through the use of logic models, monitor the system, and ensure all aspects of the grant are being properly administered. The center will increase the amount of learning time for students through a 35 week program including 6 weeks in the summer including intensive reading and math development, bilingual education plans, developmental disability plan of actions for students who need them and work with resource specialist at CCISD and TAMUCC special education experts to ensure proper instruction and interventions are used and effective. The after school program and summer programs objectives are to strengthen the core academic programs of low-performing schools in our area, instructional strategies utilized with evidence-based methodologies, tracking what works and collecting data to ensure best practices and cultivate new best practices approaches to share with the district and TEA team. Strategies to help meet the needs of our children are critical to the success of our students and the program. Staff will be trained and if our team lacks any information needed, we will seek out experts from TAMUCC to train us for our student's needs. We will incorporate college and career readiness for students and families through a campus field trip with educational information and activities for engagement, provide guest speakers in various occupations to speak with the students and parents, provide 2 career development workshops per year, invite parents to participate in workforce development workshops, career fairs, offer mentoring for students with a college student, have a career day at the center, implement technology workshops as needed and work with our partners to ensure all families have the resources they need to be successful in college and in their careers. Parent Education will be based on the needs assessment, however, early childhood education workshops will be provided to parents, financial literacy, small business development, family literacy, leadership skill training and teaching parents who have developmental disabilities children how to navigate the school system. The family engagement specialist and project director will work to help families with children that have developmental disabilities to make sure they have the resources needed and form support groups for families facing similar situations which the counselor will facilitate. The center is an inclusive environment. The family engagement specialist and project director will work with the schools to recruit students who are two to three grade levels behind first, then consider other at-risk students and families in need of the services that the center can provide to improve their mental wellbeing, education, health, career development and family life. The plan for retention includes a student missing after three days; the family engagement will call to check on the family to see if there is anything the family needs and see what is happening. If the family engagement cannot reach the family after a week, the family engagement specialist will contact the school. The family engagement specialist will work with the counselor to help the family if there are issues that need resolved. If the family decides to leave the program, the family specialist will try to document the reason why to enable us to improve our process and retention. The family engagement specialist will document all contact with families into COPA. This will enable the researcher to run a report and analyze data to evaluate the processes, check for gaps and make improvements. If our team can figure out certain patterns among our families then this will enable us to provide assistance. Often families are embarrassed over certain situations and withdraw to avoid further humiliation, it is our job to know our families, to help our families and realize when they are too scared, worried or conflicted to ask for the help that they need. Csikszentmihaly (2008) states that creativity is about capturing moments that make life worth living, the objective is to understand what leads to these moments, what brings the happiness for the child creating art, for the parent learning a new skill, or a family reading together, all activities which enrich people's lives.

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By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 178-904

Amendment # (for amendments only):

**TEA Program Requirement 3b: Center Operations, Staffing and Schedule.** Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The center is opened from 8am until whenever the last evening activity has completed. The after school program will run from 3:00pm-6:00pm (M- F-15 hours) and the summer reading program runs from 9:00am-3:30pm (M-F-(24 hours) for 4 weeks and the summer math program runs 9:00am-Noon( M-F-15 hours) for 2 weeks. The staff schedule's: project director 9:30am-6:30pm (M-F) with some Saturdays and special events; the family engagement specialist 2:30pm-6:30pm (M-F) with some later evening hours to catch working parents, conduct trainings, attend parent events and some Saturdays; counselor 2:30pm-6:30pm (M-F) with some later evening hours to for working parents, parent education classes, every other Friday 6:00pm-9:00pm for family night out events and some Saturdays; tutors 2:30-6:30pm (M-F) some late evenings for family events and some Saturdays; evaluation specialist/researcher flexible hours (4 -6 hs a week). Summer schedule all staff on-site from 8:30am-4:00pm; project director, family engagement specialist, counselor, and center director may need to stay late for evening activities and work on Saturday. Operating schedule is as follows 3:00-4:15pm homework in specific groups-10:1 ratio students to tutors-4:15-4:45pm some groups will eat dinner provided by the Food Bank and the other groups will do art class; we have observed that 15 minutes is plenty of time for children to eat or they get restless so we schedule 15-30 minutes of structured learning time to include a literacy activity( in our library) or STEM workshop for the first group who ate then they go to art class from 5:00-5:30pm; the second group from 5:00-5:30pm has a structured STEM workshop or literacy activity; both groups go outside structured recreation time or gardening activities from 5:30-6:00pm On Wednesday, the children have cooking class instead of art for 45 minutes and less outdoor time(for six weeks); on Thursday the children have nutrition class interwoven with dinner time for 30 minutes(for 4 weeks) On Friday, social skill workshops for 8-10 weeks; Child counseling is interwoven from 4:15-6:00pm every day for 30 minutes and family counseling is on Friday from 3:00pm- 8:00pm?(however, long we have to stay to accommodate family's working schedules) Summer program schedule includes art, drama, dance, poetry, music from 9:00-Noon; lunch provided by the City of Corpus 12-12:30pm; reading activities 12:30-3:30pm except one day a week each group gets 45 minutes of free tennis lessons.

**TEA Program Requirement 3c: Center Operations, Safety.** Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Security guards are on-site hired from the University Police Department to ensure safety of all participants, to monitor the outside and always stay outside when the children are playing or gardening. Children can never be alone with any staff member and no adults are permitted in the restroom when children are in there. All staff must complete online courses through TAMUCC on Child Protective Training, Ethics, Individual Emergency Preparedness and Standards of Conduct yearly. All center staff are trained on where the exits are located; there are maps for evacuation, where fire extinguishers are located, tornado safety zones and hurricane procedures. TAMUCC has an emergency alert system designed to warn employees of dangerous weather, lightening proximity to center and potential flooding hazards. Parents are oriented on the proper procedures for signing in and signing out their children, parents sign documents and provide names, phone numbers for emergency contacts and who has permission to pick up children. The center will not release children to anyone not on the list without parent permission and the person must show a photo id which the center makes a copy. Center staff is required to know the people who pick up children and parents must sign out children before leaving the center. For children who walk to the center, TAMUCC requires the parents to fill out a specific form giving permission. Parents must sign documents giving the center permission to take children's photos, display on Facebook, Twitter or our website. The center requires a number of staff members to have their first aid, CPR certificate and all staff members including the center director and administrative assistant are required to have their food handler permits. Center also has drive-bys from the city police department to ensure all is well with the center. The center does not permit mixed aged groups of children in the after school program and summer programs- meaning that middle school and high school children are not allowed at the center when elementary aged children are there unless serving as a volunteer or they are there for a family event or family counseling. TAMUCC requires all employees to receive a background check and employees cannot work with children until they have completed all their training and their background check has cleared. The center director's policy is to remain at the center until all children have left the after school program. If the director is in a meeting the administrative assistants assumes the role of staying.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 178-904

Amendment # (for amendments only):

**TEA Program Requirement 4a:** Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Program activates will be a continuation of the school day and Duncan and Murnane (2011) states that an increase in instructional time, and a longer school year can help with academic achievement, however, school policies have not been implemented to move forward with these strategies which makes it even more critical for quality after school programs and summer camps to help disadvantage students and families. Project director will communicate with district to know what subjects are being taught to incorporate into the after school programs. Students will learn about reading and understanding a variety of literature and Cambria and Guthrie describe the three powerful motivations that drive students reading is interest, dedication and confidence. In our programs, we stress the personal interests for reading material and we build confidence by reading a book at their level, repeated readings and conversations about the texts and then going back to them. We work on decoding, phonetic awareness, building vocabulary, spelling, recognition of words from spoken to print, from print to print and associate with real world connections. The parts of speech is paramount and in writing learning sentence structures or for younger learners the ability to identify a word from a group of words and pauses. We work on comprehension of texts, connection of stories to real world experience with discussions and teaching students to engage one another in conversation regarding the stories read. We teach plot, characters, settings, inference in reading, providing evidence to support answers, develop drafts in writing and learning to edit their own writing. We work on writing stories to conducting research and learning the basic principles of conducting research, reliable sources, references and more technical writing skills. In math, we work on place value, solving problems, addition, subtraction, multiplication and division principles including drawing pictures, graphs or working word problems. We apply math to everyday life teaching about money, coins, shopping, use manipulatives and tools for math to help children learn math and for older children algebraic reasoning, geometry and measurement. For science, we teach children about scientific investigation, physical properties, health and being healthy, nutritional foods to eat, vitamins and minerals needed, natural resources, gardening, making predictions and all the various types of sciences. The children love to do science experiments especially experiments that require observation for several days to observe the changes in matter and what happens to material. They love hands-on learning in cooking class, I never saw so many children love the idea of cooking! The children stay focused and engaged in their learning. We teach them about engineering concepts and this fall we were lucky to have an engineering student from TAMUCC, the children love learning about robotics and bottle rocket making. We teach the children about technology, how to use a computer, how to type, how to do conduct research from credible sources, we teach them about MS Office products to write reports, design graphs, and explore our 3D printer. We teach the children about history, important historical figures especially related to the school holidays and timelines, geography, citizenship and culture. We believe in teaching the children about citizenship, what the characteristics of a good citizen look like, how they conduct themselves in society, how we treat one another, how to be proactive and have good sportsmanship conduct. Our plan for using evidence-based data comes from TAMUCC and the various faculty members from different colleges that truly are the center's biggest resource. As center director, I make it a point to train my tutors from experts who use evidence-based practices, who have conducted research on best practices and who are published. I ensure that I do not know the answer to help the development of my at-risk students; I turn to TAMUCC for guidance and support. We had 4 children diagnosed with dyslexia and we were not equipped to provide the reading inventions needed to help these children. However, I knew a professor at TAMUCC who specialized in special education and all I had to was ask her to help us and she provided one of the most engaging, exceptional taught trainings for my staff. The professor provided us with tools to use for the children and online sources to use that were credible. My team now feels confident that they will actually be able to make a difference in the lives of these four children. We plan to use the data from this grant to conduct research for best practices and provide a model for other community centers to implement. My team is ready and they are dedicated to helping these at-risk students succeed and attend college someday. Another valuable resource from TAMUCC is the assistance we receive from the Dean of the College of Education and Assistant Dean. Their support is critical to the success of our center because they are my guides and mentors.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 178-904

Amendment # (for amendments only):

**TEA Program Requirement 4b: Activity Planning, Meeting Student Needs.** Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The after school and summer programs will administer a pre-test and post-test for diagnostic purposes to determine the academic needs of the student and for planning the intervention strategies. The DRA assessment tool will be utilized and staff will be trained and assisted by College of Education TAMUCC Faculty who have used the assessment tool with success. The DRA intervention tools will be needed to assist project director and tutors to provide the interventions needed for students. Individual that need one-on-one instruction receive assistance from tutors who serve as floaters and are not assigned a specific group of students. The center will also hire literacy tutors under the America Reads grant and their specific tasks are only literacy related. These tutors will be trained by College of Education TAMUCC faculty member who specializes in developmental disabilities to provide evidence-based strategies utilized in reading. Students are assigned a specific tutor who stays with them throughout the entire school year and serves as their tutor. The ratio is 10:1 students to tutor and allows for small group instruction with floaters paying particular attention to those students who need one-on-one. Enrichment activities such as art combine two-five groups together depending on the activity which includes instruction from a certified art teacher and the tutors stay with their groups to help students who need additional assistance. Cooking classes combine two-five groups depending on activity and a cooking instructor with all the tutors assigned to the group work together to keep children safe and well managed. Nutrition classes are often bigger and can handle the whole group at times with the assistance from all the tutors and floaters. Social skills workshops often work better with two-three groups and broken into different ages such as a younger group and an older group of students. STEM workshops also work better in small groups and often the tutor does this project with their small group and the same goes for literacy activities, we found that we make more of an impact with students if we stay in smaller groups. We have managed 78 students at the center during art and reading camp, we have found that although art, drama, and dance can be done in large groups, music and reading are better in smaller groups. Gardening activities are usually done in larger groups with all the tutors and floaters, structured recreation time outside is also done in larger groups although sometimes it is important to keep the younger children separate from the older children in certain sport activities such as soccer. We find that this is safer for the children. The playground cannot handle 100 students at one time, so time will need to be divided up and structured to be fair and make sure everyone is kept safe. Through team meetings, discussions of students who are at-risk for failing take place to ensure that the entire team is aware of the student's situation. This enables the team to work together to make sure that those students get the one-on-one needed, the proper instruction strategies needed for proper academic development, the correct worksheets to for practice and the extra worksheets for the parents to take home for practice especially during long breaks and holidays to ensure that the student does not get further behind. Take home packets will be given to all students for long extended breaks to keep their skills sharp and give the families something to do together to build family cohesiveness. The project director will also work with school teachers and parents to discuss a plan of action for the failing students. This is to ensure that everyone is doing their part to help the student at school, during after school and at home, but to also share information with one another on what works for the student and what interventions seem to be helping. If the student is not improving from our interventions, then the center will explore other options with the school district officials to come up with a plan of action for these students and reach out to our partners for assistance if needed. These parents of failing of students may need training or some sort of education class on how to help their child do their homework. We are prepared to offer whatever it takes to get parents onboard and provide whatever support is needed to help these students. We will work with our partners on solutions and work together as a team to make it happen. Tutors work off a structured schedule to ensure each student get one hour of homework or learning opportunity. We do not allow the children to play games unless it is literacy or STEM related. We do allow them to play chess ever so often since research suggests that this helps students build their critical thinking skills and problem solving skills. Howard Gardner's principles on multiple intelligence makes sense for many of children diagnosed with ADHD, many of them are kinesthetic learners and it is amazing to observe these students learning because they do better when there is movement, engagement, hands-on activities and using tools like building blocks for math. It is important for our team to think outside of the box at times to truly make an impact on a child's learning.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 178-904

Amendment # (for amendments only):

**TEA Program Requirement 5a:** Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The family engagement specialist (FES) will work to build relationships with families right away and will actively participate in parent orientation to be introduced to families and start getting families to fill out the family needs assessment or schedule times to meet with families to assist them with the assessment. The FES will conduct home visits with families who failed to make the mandatory parent orientation and make sure all families complete their assessment. FES will enter information into COPA. The assessments will help the FES with the help of the evaluation specialist/researcher to determine what class's parents need, start creating a plan of action to implement parent education classes and literacy opportunities for families. The FES will work with our community partner and advisory council member, Laura Garcia, the director of the Retama public library to schedule family fun days at the library and work on helping families (who qualify) obtain library cards and for those who don't have access to the Garcia Center library books. FES will maintain a family resource bulletin board, family resource book and family resource center in our library. The FES will coordinate with the team on resources that families may need and identify the neediest of families who need assistance to the senior nursing students of the College of Health Science at TAMUCC who work with 10 families each semester on our family health project. The FES will work with center staff on coordinating family events that have been taking place at the center yearly, help recruit our families, and make sure activities entice families to attend. The FES will coordinate workshops on family literacy and reach out to our community partners for guidance as needed. The FES will work with Half Price Books, the literacy council and think of other means to obtain free books for families to have at home. FES will coordinate parent education classes on the importance of parent involvement, why education is important and work with the school's FES to make sure our parents are participating in school events. FES will coordinate with the schools on parent involvement and encourage parents to attend school events such as PTO/PTA meetings and other parent education opportunities on school campuses. The FES will coordinate with all our community partners to ensure families understand all the resources available in our community to help them.

**TEA Program Requirement 5b:** Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The FES will work with the project director to maintain the after school and summer program numbers. FES will coordinate with the schools when recruitment is needed and enlist the help of the project director. Brochures and information about the program will be updated by the FES to distribute to schools for families of students two to three grade levels behind. The FES will work with the center director to identify partners suitable for parent education classes or other resources needed from the needs assessment and the FES will contact partners and create a plan of action. The FES will present the plan of action to the advisory council and the council will determine if the plan is effective and the services are evidence-based. An MOU will be created with contract services at TAMUCC, once signed; FES will work with the administrative assistant to schedule and begin telling parents. FES will collect surveys from all parent activities, analyze data to ensure parents are receiving the services needed with the researcher and provide information to center director to update the advisory council. As the FES builds relationships with families, they will be able to determine the intrinsic motivation of parents and utilizing Geswicki (2004) guide to working with families to help them keep families engaged from evidence-based practices effective for parent involvement. Weekly meetings will continue between the project director, center director, family engagement specialist and counselors to communicate about parent involvement issues concerning families, problem solve issues such as attendance at parent classes and events to always ensure that families are engaged.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 178-904

Amendment # (for amendments only):

**TEA Program Requirement 5c: Family Engagement, Activities.** Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The type of family engagement activities include family counseling sessions which will be offered every other Friday during the fall, spring and summer sessions, offer times that are convenient for working, and home visit opportunities for families without transportation. Family night out which takes place every other Friday in the fall and spring encourages families to share a meal, families to build cohesiveness through fun family activities, parents attend a separate class to learn about family communication, stress management, positive discipline for children, child development stages, anger management, recognizing strengths within each other and supporting each other. Parent Workshops take place one Saturday in the fall, spring and summer for 8 hours and teach parents about early stages of development, family literacy, positive discipline, nutrition, coping skills, play therapy principles to encourage play time with their children and what abuse looks like. Nutrition classes take place in the fall and spring, one day a week for two hours, for 4 weeks and teach parents about healthy eating habits, food demonstrations, provide budget friendly recipes and every family receives a \$50-100 gift card from HEB courtesy of the Junior League. Diabetes education classes every 8 weeks for two hours, offered in the day and evening to accommodate different schedules. Two health fairs offered in the fall and spring for 4 hours per fair with career development opportunities, financial aid for college education, how to apply for college education, writing a good entrance letter for college education offered and education to help parents and students navigate the college process. All the above activities currently take place at the center; however, funding is very limited which restricts the dose that can be given to families to help them. New Activities to be added with partners include GED classes with Del Mar Community College and art classes for adults. Other activities to be initiated under the grant include financial literacy, small business education, home assistance, career development classes, college readiness education and whatever else is needed according to the needs assessment given to our families. Our after school program and summer programs will include reading days with parents where parents come to the center to read to their child's specific group to encourage family literacy and afterwards offer parents a family literacy workshop on additional methods for teaching their children to read, offer career day where working parents come to visit their child's group and explain their profession, offer gardening days with parents to teach families about planting, maintaining and harvesting a garden and encourage families to have their own garden bed that they care for and teach parents needing extra income how to sell their produce at the local farm market in the city. Workshops that teach parents about leadership, skills to communicate and navigate the school system for children with disabilities, communication skills on how to speak to CCISD and the district about their child and how to build a good relationship with their child's teacher with respect and understand that it takes all of us to work together to make a difference. The center currently holds hold family events that include a sugar skulk workshop during the fall, Los Navidad de Los Familias in December that provides a dinner for families, at least two gifts for each child including siblings (donated by Catholic Daughters of St. Philips and Toys for Tots), pictures with Santa Claus, busting open two piñatas that children have created for a fall contest and a giveaway of 30 Christmas Trees with ornaments courtesy of Junior League and entertainment from the Ballet Folklorico. Other family events include the Cesar Chavez March where families come together and walk the Westside streets, get a blessing at the church and head back to the center for food and entertainment, Literacy Day at the Retama Library for Week of the Young Child held every April which includes educational activities with TAMUCC and Del Mar students involving literacy, and Cinco de Mayo. The center is always looking for ways to work with partners to bring more family oriented activities to the center. Families feel safe and comfortable at the center and it is a place where families can enjoy each other's company with staff that genuinely cares about them. As center director, it has taken a full year to get the center up in running to the capacity it is now, to get families to participate in programs, to gain their trust and to offer programs that assist them with the daily struggles in their lives. Enrollment in all programs has doubled and sometimes tripled, partnerships have increased and they want to participate with us to help families, and there was a waitlist for families who wanted their children in our summer programs once they learned about the activities and benefits.

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<b>Schedule #18—Equitable Access and Participation</b>				
County-District Number or Vendor ID: 178-904		Amendment number (for amendments only):		
<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	X <input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	X <input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	X <input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	X <input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	X <input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	X <input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	X <input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	X <input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>
B10	Provide a parent/family center	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	X <input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 178-904

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	X <input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	X <input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	X <input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>
C03	Conduct home visits by staff	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	X <input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 178-904

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	X <input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	X <input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>
D02	Provide counseling	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>
D03	Conduct home visits by staff	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>
D08	Provide comprehensive health education programs	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>
D09	Conduct parent/teacher conferences	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>
D11	Develop/maintain community collaborations	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	X <input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	X <input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	X <input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	X <input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>
F07	Provide training for parents	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	X <input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	X <input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>
H03	Provide training for parents	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 178-904

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	X <input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	X <input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	X <input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	X <input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	X <input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	X <input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>
K09	Develop/maintain community collaborations	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>
K10	Coordinate with health and social services agencies	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>
K11	Coordinate with the juvenile justice system	X <input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	X <input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	X <input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 178-904

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	X <input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>
M07	Provide a parent/family center	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	X <input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	X <input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	X <input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 178-904

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify) Provide bus transportation	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Low academic performance	X <input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
	Provide Evidence-Based Interventions			
Z99	Positive behavior	X <input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
	Counseling, social skill workshops, parent education classes			
Z99	Grade Completion	X <input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
	Interventions, monitoring, parent education and training			
Z99	Graduation	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Parent education, field trip, mentor program, monitor student and family			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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**Schedule #19—Private Nonprofit School Participation**

County-District Number or Vendor ID: 178-904

Amendment number (for amendments only):

**Part 1: Private Nonprofit School Contacts.** This part is required regardless of whether any private nonprofit schools are participating in the program. For **statewide** teacher training programs or **statewide** student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

**Total Nonprofit Schools within Boundary**

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 0

**Initial Phase Contact Methods**

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):

Check box only if there is no data available to determine the number of eligible students: ☐ 0**Total Nonprofit Participants**

Total nonprofit schools participating:

Total nonprofit students participating:

Total nonprofit teachers participating:

No nonprofit schools participating: ☐No nonprofit students participating: ☐No nonprofit teachers participating: ☐

**Part 2: Consultation and Services.** Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

**Participant Consultation: Development and Design Phase Consultation Methods**

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings (with some parents)☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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**Schedule #19—Private Nonprofit School Participation (cont.)**

County-District Number or Vendor ID: 178-904

Amendment number (for amendments only):

**Part 3: Services and Benefits Delivery****Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:    # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:    # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:    # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:    # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:    # of teachers:			Activity #5 end date

**Part 5: Differences in Program Benefits Provided to Public and Private Schools**

Select the one appropriate box below.

☐ X There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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